



Lindow Community Primary School

Catch-Up Funding Plan 2020-2021

Rationale (taken from Government guidance): Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Number of Pupils	Funding Autumn & Spring Term	Funding Summer Term	Total Funding
199	£9054	£6466	£15,520

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time

	<p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support
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Autumn Term 2020

Subject/Area	Identified Impact
EYFS	Prime areas are lower than usual; Speech, language and communication is poor, with children waving items or making utterances to meet their needs, and not actually forming sentences or requesting using words. Listening, understanding and following instructions is also low. Self-care (for some) including toileting is a concern with more than the normal numbers of children struggling to use the toilet or being able to dress/undress. Due to no pre-September transition, work is also needed on making relationships & managing feelings & behaviour.
Reading	Y1 reading is overall lower than previous years on entry. The rest of the school is less of a concern as children had access to online book bands/accelerated reader & therefore baseline assessments are generally in line with previous years and show children have made progress from their last school-based assessment in Dec 19.
Writing	Children have lost essential daily modelling and practising of writing skills as it has been much harder to deliver in a virtual way. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much need to focus on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Maths	The White Rose programme was followed during lockdown and so teachers were able to continue to deliver the units. Currently Maths achievement is not a concern in general.
Other curriculum areas	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Social/emotional/mental	See EYFS above. Many children need time to readjust to school routines & expectations, as well as getting to know their new teachers & teaching assistants, due to no face to face transition before the summer. Y6 are struggling as many of the privileges & responsibilities they have been looking forward to e.g. reception buddies, prefects, ambassadors, residential can only happen virtually or not at all. Full impact of covid on children's mental health may only be seen over time as many were initially glad to be back!

Autumn Term 2020

Area	Strategy & cost	Impact & next steps
EYFS	CARP daily (2 ½ hours) 2 x cooking club (2 hours) 3 x muscle club (1 hour) 3 x listening lemurs (1 hour) Plus unallocated reactive/preventative time e.g. changing soiled clothes, practising self-care routines Approx. cost £1000	Tracking grids show very large majority of children have made progress in prime areas, as well as reading. However, some are still not reaching current ARE, so interventions will continue in the spring term, with adjustments made as children continue to progress.
Reading	Y1 – additional reading teaching 5 mornings per week - £3,600 Purchase of extra early level book band books as will be needed in both R & Y1 - £365	All children have moved up book band levels, with many showing significant rates of progress. Groups & provision has been re-adjusted to take account of different rates of progress, with those requiring continued support receiving 1 to 1 sessions, and those who require consolidation receiving group interventions.
Writing	Pathways to Write programme £1575 & Texts - £255	Writing at length is already evident across the school. % of children on track to achieve ARE by summer has risen from baseline in every year group. Continue to monitor progress and carry out moderation sessions in the Spring term.
Maths	White Rose Maths subscription - £80	% of children on track to achieve ARE by summer has risen from baseline in every year group.

		Continue to moderate to ensure fluency & reasoning skills are developed at the same rate
Other curriculum areas	To be looked at Spring 21 by Subject Leaders	
Social/emotional/mental	Picked up 'in house' by teaching teams in each bubble	

Spring & Summer term 2021

Area	Strategy & Cost	Impact																																													
EYFS	<p>Continuation of: CARP daily (2 ½ hours) 2 x cooking club (2 hours) 3 x muscle club (1 hour) 3 x listening lemurs (1 hour) Plus unallocated reactive/preventative time e.g. changing soiled clothes, practising self-care routines</p> <p>Approx. cost £2000</p> <p>Additional teacher to support with phonics & reading teaching 5 mornings per week in Summer 2 - £1800</p>	<p>Tracking grids showed second closure impacted on progress made across prime areas, so programmes continued when children returned to school. Achievement of ELG in Prime areas by July 21 shown below</p> <table border="1"> <thead> <tr> <th></th> <th>L&A</th> <th>U</th> <th>SPK</th> <th>M&H</th> <th>HSC</th> <th>SCSA</th> <th>MFB</th> <th>MR</th> </tr> </thead> <tbody> <tr> <td>Emerging</td> <td>4</td> <td>7</td> <td>6</td> <td>5</td> <td>1</td> <td>1</td> <td>3</td> <td>0</td> </tr> <tr> <td>Expected</td> <td>20</td> <td>15</td> <td>15</td> <td>19</td> <td>25</td> <td>24</td> <td>25</td> <td>29</td> </tr> <tr> <td>Exceeding</td> <td>6</td> <td>8</td> <td>9</td> <td>6</td> <td>4</td> <td>5</td> <td>2</td> <td>1</td> </tr> <tr> <td>% ELG + above</td> <td>87</td> <td>77</td> <td>80</td> <td>83</td> <td>100</td> <td>97</td> <td>90</td> <td>100</td> </tr> </tbody> </table> <p>70% children achieved ELG in reading, 57% ready to start ph5 phonics, 23% ready for ph4</p>		L&A	U	SPK	M&H	HSC	SCSA	MFB	MR	Emerging	4	7	6	5	1	1	3	0	Expected	20	15	15	19	25	24	25	29	Exceeding	6	8	9	6	4	5	2	1	% ELG + above	87	77	80	83	100	97	90	100
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Reading/phonics	Continuation of additional teacher to support with phonics & reading teaching 5 mornings per week in spring 2 & summer 1 - £3600	74% children met phonics screen threshold 65% met ARE in reading																																													
Other curriculum areas	<p>Remote learning training & equipment – upgrade of outdated and unreliable school Wifi systems to allow teachers to provide lessons to key worker children in school & children learning from home simultaneously, using Microsoft Teams & Sway - £5995 (some funded using DFC) (Desktop computers for classrooms also upgraded, but funded using DFC) Training on effective remote learning provision via EdTech – training free but staff release time needed – approx. £1000</p>	Children learnt at much closer to same pace & content whether at home or school than had blended learning approach not have been able to happen. Gap between those at home and school was not widened during second lockdown for most children.																																													

Social/emotional/mental	My Happy Mind programme purchased to provide children with the scientific understanding of how their brain works, as well as preventative and reactive strategies to help them manage their feelings and emotions - £1080	To be rolled out in Autumn 21